



HANFORD PREP

Policy for Pupils with Disabilities, Special Educational Needs & Learning Differences



Executive Summary

This policy outlines the policy and procedures for the identification and support of pupils with additional needs. Appended are information regarding access arrangements for examinations and the word processing policy.

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Introduction

Hanford Prep (Hanford) is a boarding and day school for pupils aged 7 to 13. The school prides itself on its genuine, relaxed family atmosphere and the good behaviour and manners of its pupils. Hanford is not academically selective and welcomes all pupils who can benefit from the opportunities provided and thrive within its caring environment.

The governors and staff are committed to inclusivity and to giving every child the best possible start in life. Each child is treated as an individual, and pupils with disabilities are welcomed where the school can make the reasonable adjustments needed to support them. Similarly,

pupils with learning difficulties that can be met within the mainstream classroom are welcome, provided the Learning Support Department is able to offer the necessary help and guidance.

Aims of the School

The aims of the school, as set out in the website are:

- **Fulfilling Potential** - To recognise the breadth of academic capabilities and requirements and enable each pupil to do the very best that she can.
- **Nurturing Talent** - To provide the opportunity, encouragement and support for each pupil to pursue and expand her interests both within and beyond the classroom.
- **Valuing Individuality** - To recognise that each pupil develops at her own speed, with her own interests, abilities and needs - and to maintain the flexibility to respond accordingly.
- **Encouraging Respect** - To help the pupils to look beyond themselves, to learn about living with others, being part of a wider group and taking care of each other's needs.
- **Cherishing Childhood** - To provide the time, the opportunity and the environment for free play.

Admissions Process

If an applicant has a disability, learning difficulty, or other special educational need, parents must inform the school in writing when applying for a place. Any relevant educational psychologist's or medical reports should be provided at the time of registration. Prospective pupils may also be asked to complete a short assessment so that we can confirm that we are able to provide the necessary level of support at Hanford.

The school will work with parents to discuss any adjustments that may be needed to support their daughter. While Hanford has limited facilities for pupils with physical disabilities, we will always take reasonable steps to meet our responsibilities under the Special Educational Needs and Disability Act (2001).

Before Entry – Prior Communication

Each pupil with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities, before their child becomes a pupil at the school.

After Entry – Identifying children with learning support needs

Whole School Assessment

Pupils' progress, aptitude, and attitude to learning are reviewed each year through standardised assessments. In September, all pupils take Progress Tests in Mathematics and English, as well as the GL Cognitive Abilities Test (CAT4). The combined results help staff to evaluate whether a pupil's attainment is in line with their underlying ability. This process enables us to identify pupils who may benefit from additional challenge or targeted support. Where scores suggest

possible additional learning needs, pupils will be referred to and monitored by the Learning Support department.

The Graduated Response

If a member of staff has academic or pastoral concerns about a pupil, they should raise these with the Head of Learning Support. Parents may also share concerns directly with the Learning Support Department.

In line with the 2014 SEND Code of Practice, Hanford follows the *Graduated Response Model* of: **Assess → Plan → Do → Review.**

- When a difficulty is identified through staff observation or whole-school testing, the pupil's progress will be discussed and monitored.
- If it becomes clear that high-quality teaching and differentiated classroom work are not sufficient to support progress, additional interventions will be introduced.
- In consultation with staff, the pupil, and parents, clear outcomes and expected progress will be agreed. Learning Support staff may carry out further assessments to understand barriers to learning, after which tailored support programmes will be designed with achievable, step-by-step targets.
- Progress will be regularly monitored and reviewed. This ongoing cycle allows provision to become increasingly personalised as staff build a deeper understanding of strategies that help the pupil succeed.
- Where a significant or complex difficulty is identified, the pupil may be referred for further in-school or external educational assessment, which will inform the next stage of support.

In School Assessment

In-school assessment involves consultation with teaching staff and parents to understand the history of any difficulties and their impact across the curriculum. The Head of Learning Support will then carry out a range of assessments appropriate to the pupil's circumstances. These may vary from short tests, designed to identify specific difficulties and determine access arrangements, to full diagnostic assessments to establish the presence of a specific learning difficulty.

Following any diagnostic testing, a full assessment report will be produced in line with the requirements of the SpLD Assessment Standards Committee. The report will include details of the assessments used, qualitative observations of performance, test results, and recommendations for teaching strategies and examination access arrangements.

Where appropriate, the assessment will lead to the creation of an Individual Education Plan (IEP), and the pupil will be added to the SEN Register.

External Educational Assessment

An Educational Psychologist, Behavioural Psychologist or Speech and Language Therapist may be asked to assess a pupil if she appears to have more complex needs, which require further investigation.

Supporting Children with different Learning Needs

Special Educational Needs Register and Individualised Education Plans

Any child identified as having Special Educational Needs will be entered on the Special Educational Needs Register and will be given an Individual Education Plan (see Appendix 1). Staff, pupils and parents are encouraged to comment on these plans. They contain details of: the learning differences experienced by each child;

- recommendations to encourage full inclusion and access to the curriculum;
- the support offered by the Learning Support Department;
- target outcomes and dates for review;
- staff responsible for extra teaching;
- results of annual standardised tests.

Some pupils have emotional barriers to learning and these will be addressed in an **Individual Welfare Plan (IWP)**. These are written by the pastoral staff in conjunction with Learning Support staff. Please see Pastoral Care Policy.

Each pupil with an Individual Educational Plan or Individual Welfare Plan is regularly discussed at staff meetings when progress and behaviour are reviewed to make sure that the most appropriate intervention and support are provided for each pupil.

Types of Learning Support

- **In-class support:** A Learning Support teacher may work with an individual pupil or a small group within a subject lesson.
- **Individual lessons:** Pupils may be withdrawn from class for one-to-one sessions focused on their specific learning needs.
- **Group lessons:** Pupils may take part in small group sessions designed to address gaps in knowledge and build core skills.
- **Computer-based programmes:** All pupils take part in the *Times Tables Rock Stars* programme to strengthen number fluency. Pupils who would benefit from additional support with spelling and writing structure are enrolled on the *EnglishType* touch typing programme and the *Wordshark* spelling programme.

Parental contact

All parents can contact the Learning Support staff whenever they have a query or concern or at Parent/Teacher meetings. In the same way, Learning Support staff often contact parents to discuss progress and any changes in Learning Support Provision for their children. Learning Support Reports are prepared for each of the children receiving support, commenting on the content of lessons, attitude and achievement and the next learning steps or targets.

Physical Accessibility

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the School Office. This shows the ways in which the governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors.

The school has an active monitoring policy and will do its best to adjust and take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

Other Adjustments

Depending on individual needs, pupils may be provided with a range of support and resources to aid learning:

- **Technology and equipment:** Pupils may use laptops or other electronic devices in class. Writing slopes and pencil grips are routinely available.
- **Support for visual stress:** The school provides coloured laminates, exercise books, magnifying rulers, and file paper in a variety of colours. Worksheets and examination papers can be enlarged, and magnification rulers may be used. Where visual stress leads to significant distortion, pupils are encouraged to use glasses with coloured lenses.
- **Support for focus and movement:** Pupils may be offered wobble cushions or fidget toys to aid concentration, and teaching staff ensure that those who need extra movement have opportunities built into lessons.
- **Quiet spaces:** Pupils who require time away from busy environments are supported with access to quiet “time out” areas when needed.

Pupils with Education, Health and Care Plans and Carers

Pupils with Education, Health and Care Plans (EHC Plans) from their local authorities who are suited to the school's educational offer are welcome. If a pupil with an EHC Plan requires their dedicated carer in school, for example, to assist with personal care, writing, etc. this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection regulations in force at the time.

The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

English as an Additional Language

A reasonable level of English is essential in helping pupils settle into Hanford academically and socially; additional support for those pupils for whom English is an Additional Language is timetabled into the week, usually in a small group with other pupils from their year.

The **Linguistic Differences Register** shows the languages in which children have extra tuition. These pupils may have English as their second or third language and need extra English lessons to enable them to access the full curriculum. Alternatively, they may have lived overseas, learnt a second or third language which they want to practise and develop.

Please see the EAL policy for more details.

Staff Training

All teaching and support staff, receive regular updates on the needs of pupils on the SEN Register. The Learning Support Department provides training on working effectively with pupils with SEND, with a focus on making appropriate adjustments to maximise access to the curriculum.

Teachers are expected to differentiate within the curriculum and to take account of individual learning differences. The Learning Support Department works closely with teaching staff to identify the most effective strategies for supporting pupils with SEND and learning difficulties. This includes promoting a consistent approach across the school, such as providing accessible learning materials or ensuring appropriate examination arrangements (e.g., extra time).

Safeguarding

The school recognises that children with SEND can be at greater risk of bullying or safe-guarding concerns and ensures that staff know their responsibilities for safeguarding children and are aware of this pupil with SEND.

Charging Policy

Every attempt is made to keep additional fees for Learning Support to a minimum. Lessons are charged termly, using a 'band' to reflect the level of support.

- Band **A** support - £300/term (small group support)
- Band **B** support - £400/term (individual lessons)
- Band **C** support - £500/term (2 or more individual lessons/week)
- Full diagnostic assessment - £450

Complaints

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website or available from the school office.

Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

Monitoring and Review

Hanford monitors its policy for pupils with disabilities, special educational needs and learning differences regularly.

Appendix 1: Summary of Changes in Issue 10.1

- reviewed by the Education Committee. No changes.

Appendix 2: Individual Education Plan/Running Record

Pupil:

Date of Birth:

Current Year:

Data and Attainment Information:

	2023/24	2024/25	2025/26
Maths			
Reading			
Spelling			
MidYis/InCas			

Pupil's Area of Need:

Area of Need	Specific Difficulty	Support Strategies	
Cognition and Learning			
Sensory and Physical			
Emotional, Behavioural and Social			
Communication and Interaction			

Pupil's Outcome and Provision:

Outcome:	Provision	Who?	Review Date

Additional information (can include staff, specialist, parent, pupil comments):

Appendix 3: An overview of the most common types of Learning Support

Phonics Program (to improve spelling and / or reading)

The teachers within the department all follow a multi-sensory program with particular emphasis on teaching the code or spelling for each of the 44 sounds of the English Language. The program is based on the understanding that:

1. A sound may be shown by single letters: c-a-t, t-r-a-m-p.
2. A sound may be shown by two or more letters: h-i-ll, d-**ough**-t-er
3. The same sound can be spelled in more than one way: d-**ay**, t-r-**ai**-, g-r-**ea**-t, s-t-r-**igh**-t.
4. The same spelling can have more than one sound: c-ow, sh-ow, g-r-**ea**-t, c-l-**ea**-n, b-r-**ea**-d.

Strategies for teaching include:

- **auditory processing** where a word is said by the teacher, repeated by the child, segmented into sounds by the child and then appropriate letters or letter cards are chosen to represent each sound in the correct order and laid out as a word, before being read as a whole word. In this way, the hearing of the word, saying of the word, sounding out of the word, visual selection of letters, kinesthetic movement of cards/ letters and reading out of the whole word is a truly **multi-sensory** process.
- The words can then be written on small white boards and into the **sound dictionary** to reinforce learning. While words are being learnt, **sound lines** are used to make explicit the segmenting of each word into its individual sounds. The child sounds out the word drawing one line for each sound before writing the letters that represent that sound on the lines.
- **sorting** of word cards into groups according to spellings or sounds,
- reading ‘sound stories’, or muddled lists of words that include many **different spellings** of the same sound and using colour highlighters to aid visual memory, (kinesthetic and visual learning) when sorting words according to spelling pattern. Once highlighted, these words may be sorted into columns under each spelling heading.
- **Non-word reading** where made-up words using familiar letter patterns are segmented into sounds and blended to make words. There may be several alternative pronunciations of these ‘words’ but this is a subject for discussion and aids children’s ability to read unfamiliar words using their auditory skills.

The Sound Dictionary is a book unique to each child where each page represents the different spelling alternatives for one sound. It can be started at a very basic level, (as soon as children start working with words that have more than one spelling alternative - see 3 above) and added to until a wide and accurate vocabulary is achieved.

Order of sound teaching. There is a useful order of teaching the sounds laid out below but variations in this in order to encompass form teaching, topical words, individual difficulties and changes in pairs of children working together may be made.

Order of teaching vowels and consonants.

/ee/, /e/, /o/, /a-e/, /o-e/, /ow/, /i-e/, /oo/(wood), /oo/(moon), /u/, /i/, /er/, /air/, /ar/, /aw/, /oi/, /u-e/.

/k/, /l/, /j/, /s/, /f/, /sh/, /z/, /r/, /d/, /m/, /n/, /t/, /g/, /v/, /h/, /w/, /ks/, /kw/

Resources may be gathered from several schemes but will always support the *teaching of reading and spelling through sound*. Different spelling patterns for the same sound are taught at the same time and children are taught how to discriminate between them, rather than each spelling pattern being taught distinctly. ie **bean**, **been**, **be**, **bee**, **happy** and **donkey** might all be taught in the same lesson.

Study Skills

For children in Years 7 & 8, the content of what is taught in Learning Support time is usually more integrated with other curriculum areas. Staff discuss children's needs, and Learning Support staff may come into mainstream lessons and/ or children have an individual lesson. Lessons focus on children becoming better independent learners. Learning strengths and weaknesses are analysed and children are taught strategies for learning, based on their learning style.

Language Development

Children who have difficulty with receptive and/or expressive language will focus on expanding their general vocabulary or learning subject specific Key Words. Pre-teaching of these words allows them to take part in discussions and achieve better results in mainstream lessons. Students with stronger visual and perceptual skills than verbal skills spend time making **word webs**, **mind maps**, graphs or diagrams to represent verbal information in a visual form that they can understand and remember more easily.

Maths

Pupils who exhibit maths learning difficulties are offered a wide variety of support. This may range from following a specially designed programme to address dyscalculia; 1:1 or group booster programmes; a course in number sense; or working at a slower pace in a set which is designed to give a more 'hands-on', practical approach to learning mathematics.

Pupils showing lower attainment are identified through the whole-school testing programme, as well as through teacher monitoring.

Appendix 4: Access Arrangement Provision in Examinations 2025 - 26

What are Examination Access Arrangements and Special Adjustments?

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate **without affecting the integrity of the assessment**.

What are the criteria for assessing for access arrangements?

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities'.

Pupils qualifying for access arrangements will therefore:

- display a clear history of need showing a substantial and long-term impairment;

- this must be backed up by their class teachers and evidence must be provided that this is their normal way of working;
- during standardised testing they will achieve below average scores in their area of need.

Assessing for Access Arrangements during School Examinations and Common Entrance.

Pupils may be identified for access arrangements during examinations if they have:

- a diagnostic report or EHCP which recommends specific arrangements during examinations;
- an access arrangement assessment which identifies below average performance in specific areas;
- a medical assessment detailing area of need.

In all cases, teachers must identify that this arrangement is a normal way of working within class and during timed tests.

Prior to Common Entrance, pupils displaying a significant impairment will be assessed by the Head of Learning Support, who will use the guidelines set out by both ISEB and the Joint Council for Qualifications (JCQ). Their potential senior schools will then be informed of the access arrangements that will be applied during their examinations.

Guidelines are amended on an annual basis and although the list is not exhaustive, the following arrangements may be awarded in 2025-26:

Extra time

This is the most common access arrangement and the usual allocation is an additional 25%. More time can be allocated to candidates with more severe difficulties and disabilities on an individual case by case basis. In order to qualify for additional time, pupils must score below average on 2 separate tests assessing:

- Speed of reading or
- Speed of writing or
- Speed of mathematical processing or
- Cognitive processing which has a substantial adverse effect on speed of working.

Occasionally additional time will be allocated if a pupil has a cluster of low average scores on tests and their disability has a clear and substantial effect on their performance and speed of working.

A reader

Readers can be used for candidates who have visual impairments or a disability that affects their ability to read accurately themselves.

A scribe

Scribes can be allocated to pupils who:

- have a disability or injury that affects their ability to write legibly;
- cannot write at a sufficient speed to record their answers, even with extra time allocated;
- Spell at a below average level on a test of spelling, with attempts that make the spelling unrecognisable.

Modified papers

These are papers which the school are given permission to copy onto different sizes and colours. These may support learners with visual stress and dyslexic tendencies.

Assistive technology

If a pupil uses assistive technology as their normal way of working they will be able to continue this for exams. Some of the most common requests are for word processors, or exam reading pens.

Separate room or Rest Breaks

This arrangement may be suitable for pupils with a medical condition or a mental and emotional need.

Appendix 5: Word Processing Policy

Although Hanford encourages all pupils to develop their handwriting skills, some pupils with special educational needs may benefit from the use of a word processor to support their written output.

The aim of the policy is to provide guidelines on the use of a word processor in examinations. The school follows the guidance provided by the Independent Schools Examination Board (ISEB) in the support of pupils with special educational needs and disabilities (SEND), and the Joint Council for Qualifications (JCQ) guidelines on Examination Access Arrangements.

Preparation

Those pupils who may benefit from using a laptop/word processor will be enrolled on a touch-typing programme, EnglishType, which will be followed within their enrichment activities.

This is to support confidence, fluency and accuracy when using a word processor, and to ensure that their speed of typing is greater than their speed of handwriting.

Normal Way of Working

Once efficient, pupils will be encouraged to use a computer/laptop within class to complete longer writing tasks. This will allow them to demonstrate the measurable benefits of using a keyboard as their normal way of working.

Use of a Word Processor in Examinations

For those examinations requiring a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, a word processor may be considered the most beneficial form of communication.

If there is no significant benefit gained from the use of a word processor e.g. in examinations requiring shorter written answers or mathematical workings, alternative access arrangements may be put in place.

‘Examinations which require more simple answers are often easier to handwrite within the answer booklet as the candidate avoids the difficulty of visually tracking between the question paper and the computer screen (JCQ 5.8.3)

ISEB Guidance on the use of a Word Processor

‘Where recommended, a computer/word processor may be used by candidates identified as having a specific learning need, if this is their normal way of working. During the examination, the computer/word processor must have the spelling and grammar check facility/predictive text disabled, and candidates must not have access to any web-enabled information or previously stored work.’

ISEB Common Entrance Access Arrangements 2024 – 2025

JCQ Guidance: Conditions under which a word processor may be allowed

- The pupil may have a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly or fluently.
- Formal assessment has shown the pupil to have a below average speed of handwriting.
- Formal assessment has shown the pupil to have illegible handwriting (10%+ words are illegible) which significantly impacts their performance in assessed work.
- The pupil suffers significant planning and organisational problems when writing by hand, which are not evident when using a word processor.
- A pupil has a medical condition or a physical disability which impacts her ability to write by hand. This will be supported by information from a relevant medical professional.

JCQ Guidance: Conditions under which a word processor may not be allowed

‘A word processor cannot simply be granted to a candidate because she now wants to type rather than write in examinations or can work faster on a keyboard, or because she uses a laptop at home.

The use of a word processor must reflect the candidate’s normal way of working within the centre.’

JCQ Adjustments of candidates with Disabilities and Learning Difficulties 2025 - 2026

This policy is reviewed annually to ensure compliance with current regulations.